DOCUMENT RESUME

ED 177 366 CE 023 093

TITLE	The Development and Testing of Adult Vocational Programs Utilizing the Adult Performance Level Competency Approach. Final Report.
INSTITUTION	Tennessee State Dept. of Education, Nashville.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Vocational Education Research Branch.
BUREAU NO	498AH70119
PUB DATE	1 Jul 79
GRANT	G007701968
NOTE	76p.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adult Education Programs; Adult Students; *Adult Vocational Education; *Basic Skills; *Curriculum Development; Curriculum Research; Instructional Materials; *Job Skills; Material Development; Minimum Competency Testing; Performance Based Education; Personal Adjustment; *Prevocational Education; Skill Development; Vocational Adjustment; Work Attitudes
IDENTIFIERS	Adult Performance Level

ABSTRACT

A project set out to develop and test adult performance level (APL) materials for pre-vocational programs to enable adults to develop those skills needed to seek and retain employment. Addressing the API area of occupational knowledge only, methodology focused on (1) joint planning in material development and testing; (2) extensive training in instructional material utilization prior to field testing; (3) evaluation of teacher input; (4) assessment of basic occupational knowledge skills acquired by the learner with an APL as opposed to a non-APL approach; and (5) a statewide products and skills dissemination plan. Resulting products--five modules and three publications--were geared to attainment of specified competencies in the skill areas of communication, problem solving, interpersonal relations, and computation. The five modules covered such subjects as employment information sources, applications, and interviews, job satisfaction, standards of behavior on the job, and legal aspects of employment. Each included a teacher manual, a student manual (containing exercises and learning activities), and resource materials. The three publications were a teacher handbook, an annotated listing by publisher of material related to occupational information, and a booklet explaining the APL developmental process. Project staff administered pre-and posttests and used t-tests to compare control versus experimental group scores of students exposed to the modules and found all of the modules to have significant impact upon knowledge and skills acquisition. (Copies of posttests are appended.) (CP)

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FINAL PROGRAM REPORT

Grant Number G007701968

Project Number 498AH70119

The Development and Testing of Adult Vocaitonal Programs Utilizing the Adult Performance Level Competency Approach.

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December 30, 1978
Amended 2/1/79

July 1, 1979

CE 023 093

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

The ability to use skills and knowledge with the functional competence needed for meeting the requirements of adult living has been called "functional literacy" or survival literacy." A recent national research project conducted for the purpose of defining adult literacy identified 20 percent of the U.S. adults as functionally incompetent in the areas of government and law, consumer economics, community resources, health, and occupational knowledge.

The central objectives of the Adult Performance Level (APL) are to specify competencies which are functional to economic and educational success in today's society and to develop devices for assessing those competencies of the adult population of the United States. To meet these objectives will require that those who develop adult programs be cognizant of the needs of adult education, vocational education, under educated adults, etc. An understanding of the APL theory and research will clarify the interrelationships of adults and their attendant needs.

The purposes of this project focus on (1) joint planning in program and material development and testing, (2) extensive training in instructional material personnel utilization, (3) evaluation of teacher input into material development, (4) assessment of basic occupational knowledge skills acquired by the learner with an APL approach as opposed to a non-APL approach, (5) a plan for dissemination of products and skills statewide.

In developing and testing a vocational program that utilizes the adult performance competency level approach, the project dealt solely with the APL knowledge area of occupational knowledge. The APL occupational knowledge area consists of a primary goal statement and ten objectives. These objectives are the fundamental building block of the description. Some degree of mastery of these objectives is required for true functional competency.

The primary goal statement for the APL occupational knowledge area is to develop a level of occupational knowledge which will enable adults to secure employment in accordance with their individual needs and interests. The objectives that arise from this goal statement include:

1. OBJECTIVE: To build an oral and written vocabulary related to occupational knowledge.
2. OBJECTIVE: To identify sources of information (e.g., radio broadcasts, newspapers, etc.) which may lead to employment.
3. OBJECTIVE: To define occupational categories in terms of the education and job experience required, and to know minimum requirements of given occupations.
4. OBJECTIVE: To be aware of vocational testing and counseling methods which help prospective employees recognize job interests and qualifications.
5. OBJECTIVE: To understand the differences among commercial employment agencies, government employment agencies and private employers.
6. OBJECTIVE: To prepare for job applications and interviews.
7. OBJECTIVE: To know standards of behavior for various types of employment.
8. OBJECTIVE: To know attributes and skills which may lead to promotion.
9. OBJECTIVE: To know the financial and legal aspects of employment.
10. OBJECTIVE: To understand aspects of employment other than financial which would affect the individual's satisfaction with a job.

THE DEVELOPMENTAL PROCESS

The model used for developing the curricular materials (modules) contained a number of essential tasks. An overview of the model is provided in Figure 1. Each task will be discussed as a subheading of this report. The process uses teachers as the principle input into the production of material. It was assumed that teachers are in the best position to know how the materials should be developed to obtain the maximum benefit from them.

Initial Information Base

The project staff held conferences with administrators from the Tennessee State Department of Education, the West Tennessee Education Office, Memphis City Schools and Shelby County Schools to provide an overview of the proposed program that was to be developed.

Currently used materials did not have to be discarded because vocational modules could easily be assimilated into the existing content and structure; e.g., the American History class could successfully utilize the Learning Activities for Constitutional Study; the Business English classes could effectively use the Learning Activities for filling out job application forms and could use the information concerning job interviews. The idea that the eclectic approach is the more comprehensive one was stressed in these conferences. Also, motivation of students is enhanced when materials are applicable to daily living.

Administrators were encouraged to continue their traditional role as instructional leaders, to give guidance as needed, to furnish supplies when requested, and to help teachers integrate the modules with the previously purchased texts. Figure 2 outlines the tasks accomplished with the administrator conferences.

FIGURE 1

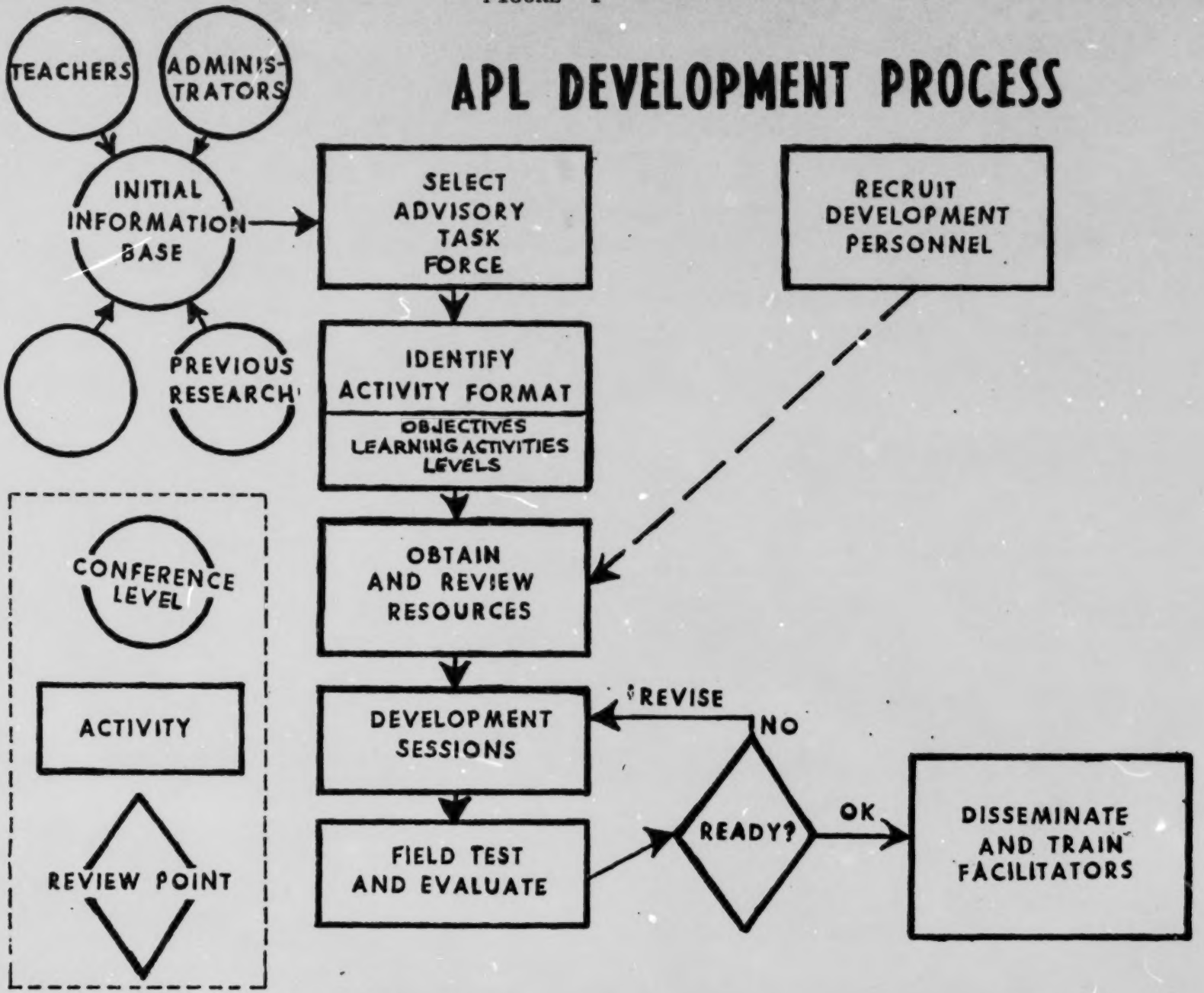

APL DEVELOPMENT PROCESS
TEACHERS
ADMINIS-TRATORS
INITIAL INFORMATION BASE
PREVIOUS RESEARCH
SELECT ADVISORY TASK FORCE
RECRUIT DEVELOPMENT PERSONNEL
IDENTIFY ACTIVITY FORMAT
OBJECTIVES
LEARNING ACTIVITIES
LEVELS
OBTAIN AND REVIEW RESOURCES
DEVELOPMENT SESSIONS
REVISE
NO
READY?
OK
FIELD TEST AND EVALUATE
DISSEMINATE AND TRAIN FACILITATORS
CONFERENCE LEVEL
ACTIVITY
REVIEW POINT

Figure 2

CONFERENCE WITH ADMINISTRATORS

TASKS:

- PROVIDE OVERVIEW OF PROGRAM
- INDICATE HOW THIS IS ASSIMILATED INTO EXISTING STRUCTURE
- EXPLAIN ROLE OF FACULTY, STUDENTS, AND ADMINISTRATORS
- ESTABLISH COMMUNICATION LINKAGES
- OBTAIN APPROVAL FOR GO AHEAD

An appeal was made to the instructors to note student reactions concerning the job related materials. Figure 3 shows the tasks accomplished with the teachers.

Academic and non-academic skills are easier to learn when their usefulness is clear. The APL modules also present a concrete method of handling life-coping skills, provide a framework within which to work in a classroom, and can be adapted continuously and easily to fit an ever-changing society.

Advisory Task Force

Once the overview of the program was presented to administrators and teachers and their support was obtained, it was a fairly simple task to convince teachers of the value of APL as a concept. Funds received from the federal grant provided monies for in-service training and college tuition for teachers to participate in the planning, development and usage of materials. Vocational supervisors and consultants recommended a minimum of 15 Adult Basic Education (ABE) teachers and a minimum of 15 Adult Vocational teachers attend meetings in a workshop setting at Memphis State University. These teachers were able to make suggestions and revise modules. A listing of the initial advisory task force is shown in Appendix A.

APL methodology, based on actual application of skills needed for life requirements, provides a way for all adult programs to measure their effectiveness by using the objectives in curricula, staff development and in individual and state competency assessments.

CONFERENCE WITH TEACHERS

TASKS:

PROVIDE OVERVIEW OF PROGRAM

CONVINCE TEACHER OF THE VALUE OF APL AS A CONCEPT - CLASSROOM APPLICATION

EXPLAIN TEACHERS ROLES AS WELL AS THAT OF THEIR STUDENTS

OBTAIN SUPPORT TO HELP DEVELOP MATERIALS

EXPLAIN PERSONAL BENEFITS, (INSERVICE, TUITION, ETC.)

Figure 3

SELECT ADVISORY TASK FORCE

TASKS:

- RECOMMENDATIONS BY ADMINISTRATORS
- LETTER OF INVITATION
- INITIAL CONCEPT ORIENTATION
- ROLE AND FUNCTION OF ADVISORY GROUP

ACTIVITY

Figure 4

The methodology was introduced in the following ways:

1. Specification of Competencies: The performance requirements were aggregated into general requirement statements called objectives. The objectives were keyed to the four general knowledge skills; communication, problem-solving, interpersonal relations, and computation. The set of objectives, taken as a whole, form the APL description of the behaviors which are necessary for adult competency.

2. Development of Performance Indicators: Small simulations of what is demanded of the adult by society were developed, and each competency-based simulation required the adult to employ communication, problem-solving, and interpersonal relations' skills to a variety of adult-related situations.

3. Field Testing and Subsequent Revisions: Initial versions of the performance indicators were field tested with a sample of undereducated and underemployed adults.

4. Determination of Competency Levels: Meaningful and well defined competency levels were determined (Texas Project Team, 1973) by examining the performance of the population on an objective by objective basis and by describing overall competency in terms of three levels based on an aggregate index (APL 1, APL 2, APL 3). The competency levels, as indicated by previous research, were the same levels employed by the MSU team as they developed modules for the undereducated and underemployed.

Activity Format

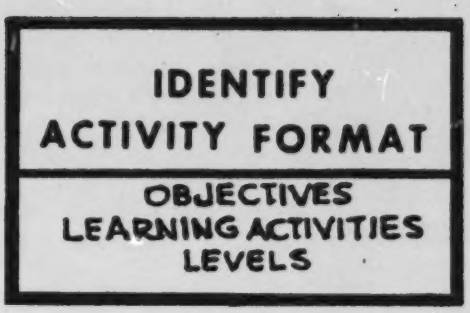
During the fall of 1977 and again in the spring of 1978, a group of occupational teachers and counselors were selected to participate in workshops. These participants were to develop Adult Performance Level materials for adult pre-vocational programs. Figure 5 outlines the tasks to be accomplished by participants.

The participants were divided into several small groups and Occupational Knowledge objectives distributed among them. The objectives were discussed, and input from individuals was recorded by an appointed secretary in each group. The behavioral objectives for the proposed learning activities to be included in the instructor's manual were taken from the enabling objectives of the APL Scope and Sequence Charts (Texas Project Team, 1973) in the area of Occupational Knowledge.

Since behavioral objectives stress the actual action to be taken by the student, each objective would be designed to involve the individual adult learner. The Learning Activities would aid the learner in successfully completing the specific objective.

Once the objective was clearly stated and the meaning clarified, specific directions for a Learning Activity were developed within the small groups. The various learning levels (least competent, marginally competent and most competent) were taken into consideration and the activities included exercises for each level. Variations included slide presentations and videocassette tapes for learners who had difficulty with printed materials. Directions were developed for the instructor and for the student so that:

1. teachers would have clear, necessary information and guidelines, and
2. students would know exactly what was expected of them.



TASKS:

- LEARNING ACTIVITY
- EXERCISE LEVELS
- DIRECTIONS

Figure 5

The Learning Activity also provided vocabulary study and resources necessary for the completion of the exercises. These resources included filmstrips, puzzles, charts, lists of books, people, reading assignments, worksheets, etc. The actual exercises were the final step in the development of Learning Activities. The exercise itself included the steps to be taken by the adult learner in completing the specific objective. A guide and answer key were also provided for the teacher in each Learning Activity.

Resources

Keeping in mind the specific objectives of the vocational education instructional modules on Occupational Knowledge, consideration was next directed to supplementary resources to be used in conjunction with the Learning Activities in each of the following five modules:

"Sources of Employment Information"
"Job Applications and Interviews"
"Occupational Categories & Their Requirements/Personal Job Satisfaction"
"Standards of Employment Behavior & Promotional Skills"
"Legal Aspects of Employment"

Resources included both print and non-print materials which served to aid the teacher and learner in meeting the objectives of the course. Most of the resources, and the non-print media in particular, were used with all three Adult APL levels of learning activities.

Effectiveness, appeal, and appropriateness were the criteria generally considered in selecting resource material for inclusion in one of the instructional modules. Effectiveness was determined by how well the resource helped introduce the subject matter and how well it related to one of the stated objectives. Appeal was determined by the physical attractiveness

of the resource; it had to be uncluttered, colorful, and visually or auditorily interesting to adult learners.

A resource had to be relatively inexpensive, easily accessible, adaptable, and self-explanatory to be appropriate. The print had to be large enough to be easily read, and the reading level could not exceed the twelfth grade. If, however, a resource was found to be suitable in every respect except reading level, the material was recorded on tape. In this way, the students could learn the material by listening with a teacher present for guidance.

Many types of materials were collected for inclusion in the vocational education learning modules. Some of these were newspaper employment advertisements, job advertisements in periodicals and trade journals, job application forms from the Tennessee Department of Employement Security and local businesses and industries, employment agencies' application forms, Social Security application forms, W-2 and W-4 forms, earnings' statements, insurance policies, and sample resumes. Two other useful resources were the telephone directory and Occupational Outlook Handbook, which is published by the U.S. Department of Labor and continuously updated by Occupational Outlook Quarterly.

Tasks:

1. Overview of project
2. Establish Groups (Recruit Development Personnel)
3. Sessions . . . What is Done

Once the initial modules were designed, instructional sessions were held so that teachers in the vocational classes could become acquainted with the materials. Administrators presented the APL Director and Staff with a list of personnel involved in the vocational areas that related to the

OBTAIN AND REVIEW RESOURCES

TASKS:

- IDENTIFY RESOURCES
- OBTAIN RESOURCES, JOURNALS, PUBLICATIONS, ETC.
- REVIEW FOR CONTENT

ACTIVITY

Figure 6

Occupational Knowledge modules. A list of workshop participants was taken from the Administrator's role and the APL Project Staff wrote letters of explanation and invited groups of vocational teachers to become involved in APL.

The APL Project Director, again working through the Adult Resource and Development Center on the MSU campus, secured the services of other staff members and recruited graduate students with teaching experience to conduct several training sessions or development sessions.

The "Master Teacher" explained the concepts of Adult Functional Competency, relevance, practicality, applicability, and immediacy since these ideas summarize the APL modules. A sample lesson from a specific module was demonstrated to the group. The participants became "students" for the session; the "Master Teacher" held the lesson so that each person who would be teaching the module could see one way of utilizing it in a vocational class. The demonstration lesson consisted of:

1. Reading the objective for a specific area
2. Reading and discussing the assigned Learning Activity for a given lesson
3. Placing the vocation's vocabulary on the board and discussing the meanings
4. Discussing the ways in which the Activity could be carried out
5. Actually working through the Activity (e.g., categorizing words under topics, matching words and definitions)
6. Evaluating the "student" participant's work through group discussion and placing the answers to the work on the board
7. Viewing the filmstrip (related to the occupation being studied)
8. Summarizing the concepts being presented
9. Criticizing the module for strengths and weaknesses

DEVELOPMENT SESSIONS

TASKS:

OVERVIEW OF PROJECTS

ESTABLISH GROUPS

SESSIONS - WHAT IS DONE

*ACTIVITY GROUP - GO TO 5 PERSON WORK GROUPS AND USE THE LA EXERCISES, WHEN DIRECTED

ACTIVITY

Figure 7

The ability to apply a set of skills to specified knowledge areas is the primary task for the adult using APL. Competency consists of being skilled within the context-defined knowledge areas, so it was imperative that the occupational teachers be able to teach the activities in such a manner that their students would not only acquire knowledge but would also become skilled in applying that knowledge.

After examining the modules, Teacher's Manual, Student's Manual of Masters, filmstrips, transparencies, worksheets, etc. that were in the bags, teacher participants critiqued the information, deleted and added, and then finished the session themselves by making suggestions in writing to the APL Project Director for possible revisions.

FIELD TEST AND EVALUATION

Once the development sessions were complete, a Task Force of carefully selected educators were chosen to develop instruments which would be beneficial in analyzing the effectiveness of the learning activities.

From the teacher's manual, content items were selected and an objective test was developed which would determine the learner's competency in that given area. A pre-test as well as a post-test was developed so that a comparison of scores could be made.

After the test instruments were developed, an additional group of teachers, who were not necessarily involved with the APL module development, were selected to test the effectiveness of these modules. A pre-test was administered to their adult occupational students to determine their base level of competency with the chosen learning activity. After administering the pre-test, the students were allowed to complete the Learning Activity.

FIELD TEST AND EVALUATE

TASKS:

*ACTIVITY GROUP - USE THE HANDOUTS PROVIDED

**NOTE: THE SKILL-CODE KEY IS FROM THE UNIVERSITY OF TEXAS (SCOPE & SEQUENCE)

ACTIVITY

Figure 8

Upon completing all steps in the Learning Activity, a post-test was administered.

Following the presentation of the trial Learning Activities, and upon completing the pre and post-tests, the teachers' reactions to these educational tools were evaluated. Comments were received from both teachers and students regarding the structure and content of the APL modules. The pre- and post-test scores were evaluated to determine the effectiveness of the learning activities.

True learner success, however, cannot be scored by objective testing procedures. Success is the adult's concept of what he/she has accomplished toward meeting those educational goals set during class enrollment.

Continual modification will be made by teachers as the modules are used with different groups. As individuals within a group will require varied instructional approaches and techniques, each will offer valuable, constructive suggestions for future improvement.

CHRONOLOGICAL REPORT OF PROJECT ACTIVITIES BY OBJECTIVES

Three general goals were developed with attendant objectives for this program. Each of the major goals are discussed below indicating the way in which these were accomplished.

> Goal 1 - To test and develop adult performance level materials for adult pre-vocational programs that enable adults to develop skills necessary to seek and retain employment. Such materials will assist all adults, but would be particularly useful in assisting the under-educated adult and those with mid-career occupational changes. Such materials also provide linkage between post-secondary vocational programs and adult education programs.

A joint planning task force of twenty five persons was identified. They consisted of teachers, administrators, and counselors in both adult basic and vocational education programs. During August, 1977, these individuals were recruited.

The task force members served as an advisory group for material development as well as members of the writing teams.

A team of eight administrators from the University, State Department of Education, and local educational agency helped with the initial screening and recruiting of the task force. These administrators, although not directly involved with the day-to-day operation of the project, served as a catalytic agent for the project with their encouragement and advice on recruiting, budgeting, and resource allocation. The listing of these individuals is shown in Table 1.

Table 1

Listing of Administrative Task Force by Job Assignment

Name	Title	Assignment		
		LEA	SEA	UNIVERSITY
Luke Easter	Director of Adult Ed.		X	
Joe Eoff	Supervisor, ABE	X		
Billy Joe Glover	Supervisor, District		X	
Loyd Kuykendall	Supervisor, District		X	
William McGinnis	Director, Vocational Education	X		
Jerry Smothers	Supervisor, Vocational Education	X		
Robert Saunders	Dean			X
Blake Welch	Director, ABE	X		

LEA = Local Educational Agency

SEA = State Department of Education

The administrative task force were provided a two hour overview of the APL concept and methodology on August 16, 1977. In this meeting, three objectives were sought, (1) to solicit their support for the project, (2) to provide a basis of understanding of APL and its potential for vocational readiness materials, and (3) to solicit their assistance throughout the program, especially in the areas of recruitment of task force members, identifying pilot testing centers, and dissemination of the product. The session enabled project personnel to proceed with enthusiastic support as demonstrated by the attendance of these individuals to subsequent training sessions with the developmental task force.

Three training sessions were conducted for the teachers who were in the developmental task force. These sessions were conducted on October 13 and 14, November 4 and 5, and December 2 and 3, 1977. These sessions focused on establishing skills for the development of the modules. The initial session was devoted to an understanding of the APL Occupational Knowledge area. Films, slides, and overhead transpariencies were used to introduce this knowledge area. Moving from the initial overview, the task force members spent considerable time exploring the specific objectives of the occupational knowledge area and reviewing resource material which would be used in the developmental work.

On November 4 and 5, the developmental work began. The task force was divided into 3 teams. Each team began the development of a module. The module entitled Occupational Categories was revised from work previously done as part of a grant for ABE teachers. The initial work began for the modules entitled Applications and Interviews, and Sources of Employment Information. A second developmental session was conducted on December 2-3, 1977.

Team member responsibilities were reviewing the literature, obtaining resource materials, writing of learning activities, and preparing the activities for typing. Each developmental team leader would review the previous efforts with the team and suggest possible points where this workshop session should be devoted.

Goal 2 - To test strategies for utilizing teacher input into planning, developing and testing curriculum and instructional materials.

Teachers were selected to pilot test the material. These teachers were asked to conduct two types of classes. One class would be conducted using their materials and in a manner which they would normally use. This class served as our control group.

The experimental group received 'regular' instructional as well as work from the modules. This enabled a measure to be obtained on the effectiveness of the modules. Succinctly, the pre-test, post-test design yeilded significant results at the .05 level of confidence.

The teachers were asked to rate the materials on various points. These points were:

a. strengths of material
b. weak points of material
c. organization of material
d. directions concerning instructional procedure
e. use of material
f. opinions regarding student reaction

The responses are cataloged and presented in the evaluation section of this report.

Goal 3 - To set in place a system for the dissemination of results and for replication.

The strategy used for dissemination included conferences with State department officials. These were mini-training sessions so that the officials would become intimately aware of the product. The first of three sessions was conducted in September, 1978. Two additional ones were conducted on October 6 and October 24, 1978.

The second phase of the dissemination effort consisted of training sessions from representatives of vocational centers across the State. One session was conducted in Knoxville and one was conducted in Murfreesboro. The dates of these sessions were November 1 and 15, 1978 respectively. Each representative was given a set of modules for use in their programs. A listing of the representatives of this disseminating effort is shown in the appendix.

The replication phase consisted of a series of meetings and correspondence with vocational officials at the State Department. Efforts to obtain additional monies for replication are currently being considered.

DESCRIPTION OF PRODUCTS

Five modules and three publications were developed as part of the project. The modules are instructional materials containing a teacher manual, student manual, and resource materials. The modules were developed from revision of existing works, research on new material, and testing new ideas. The teachers manual contains a background section explaining the APL process, a competency measure for pre-assessment, and a number of activities keyed to specific behavioral objectives.

The student manual contains master copies of all learning activities which can be duplicated for use with one or many students. The teachers used the master to produce as many copies of a particular learning activity as she needs. The resources are included because it is often difficult for teachers to find the material needed. With these included, the module becomes self-contained, everything that is needed to teach the learning activities are on hand.

The five modules are:

1. Sources of Employment Information

Some of the topics included in the module are (1) where to look for a job, (2) differences between public and private employment agencies, (3) how to telephone for a job interview, and (4) newspaper and magazine want ads.

2. Job Applications and Interviews

Some of the module topics are effective resume writing, completion of job application forms, job interview skills, vocational testing, and employment counseling.

3. Occupational Categories and their Requirements/Personal Job Satisfaction

This module includes activities related to placing jobs into occupational categories, reading and understanding want ads, assessment of personal job qualifications, and how to deal with conflict on the job and achieving job satisfaction.

4. Standards of Employment Behavior

This module emphasizes grooming hints, assessing qualifications for promotion, standards of behavior for various types of jobs, and types of job training programs.

5. Legal Aspects of Employment

The module has activities related to types of insurance, information on W-2, W-4, and social security forms, labor unions, and job related expenses.

Other products are:

New Skills for a Better Life

A brief handbook for teachers. It is developed around a series of questions and answers. These are questions commonly asked by teachers and students as they together in job readiness classes.

Publisher's Index

An annotated listing by publisher of material related to occupational information. It serves as a source book that teachers can use to order free or inexpensive material to augment their instruction.

APL Developmental Process

A booklet developed for dissemination and replication purposes. It explains the process used in the project for development of all products. Emphasis and care have been given to describing the roles and purposes for each individual/group who is involved in the process. It is a fine resource for training or replication purposes.

RESEARCH DESIGN

The research design employed was an experimental group - control group comparison. This design may be depicted as follows:

$$\begin{array}{ccc} y_b & x & y_a \\ \hline y_b & & y_a \end{array} \quad \begin{array}{l} \text{(experimental)} \\ \text{(control)} \end{array}$$

The y_b comparisons used a pretest to determine the relationships between the groups to insure that homogeneity existed. That is, the pretest was used to insure that significant differences did not exist between the control and the experimental group before treatment.

The post test comparisons enabled one to predict the effect of the treatment (x) as a result of working with the modules. A t-test was used to compare both pre- and post-test relationships.

Module 1
Job Applications and Interviews

Method

Twenty four adult subjects were selected from prevocational classes. Fourteen were assigned as the experimental group and ten were assigned as the control group. Each group had the same instructor, but met the class at different times of the day. Each group was administered the pretest to avoid the pitfall of test sensitivity. The control group was given the normal instructional sequence of the class, while the experimental group was given the normal instructional sequence plus the activities from the Job Applications and Interviews module. A post-test was administered to both groups.

Instrument

A thirty item criterion measured was developed for use in evaluation of the module activities. The format of the items were: ten were to be marked True or False, nine were matching, eight were rated Do or Don't, and three required mathematical calculations.

Statistical Analysis

A t-test was used to compare post-test scores of the control and experimental groups. The t-test is a simple parametric statistic which enabled a comparison between the means of the two groups to be determined.

Results

Table I

Comparison of Experimental vs Control Groups on Job Applications & Interviews

exp. group			control
# of cases	14		10
mean	86.85		78.30
stand dev	7,43		8.44
	F value	1.29	
	T value	2.57	
	DF	17	
	2-tail prob	.019*	

*significant beyond .05 level = difference in means

When the statistical analysis was calculated, a mean score of 86.85 was obtained for the experimental group. A mean score of 78.30 was obtained for the control group. The analysis yeilded a t-value of 2.57 which was significant beyond the .05 level of confidence. The actual two tailed probably obtained was .019. There is a significant difference between mean scores.

Conclusion

There is a significant difference between the mean scores of the experimental and control groups as measured by the instrument. The conclusion was reached that "those students who were exposed to the module as an instructional aid were more knowledgeable of the area of Job Applications and Interviews." This data suggests that the module does, in fact, make a difference in student performance.

Module 2
Financial and Legal Aspects of Employment

Method

Two groups were identified; one was designated as the control group and the other was designated as the experimental. Each group initially had twelve members, but due to dropouts from the program, the final group sizes were ten for the experimental and nine for the control. Each group was administered a preassessment and a post assessment.

Instrument

Two criterion instruments were developed using content from the module. Each instrument consisted of twenty four items. The format of the items are matching, true or false, and mathematical calculations. Form A was used as the pre-test and Form B was used as the post test.

Statistical Analysis

A t-test was calculated on the pretest scores. A t-value of 1.912 was obtained. This was not significant at the .05 level of confidence.

The post-test comparison yeilded a t-value of 4.75. This was significant at the .001 level of confidence. The table indicates results obtained on post test analysis.

T-TEST RESULTS
Financial and Legal
Aspects of Employment

	Experimental Group		Control Group
Mean	21.19		11.11
Std. Dev.	1.21		6.25
	T-Value	4.74	
	Degree of Freedom	8	
	Probability	.001*	

*significant beyond .05

Conclusion

The groups were compatible on the pre-test analysis. As a result of the module use, the experimental group gained knowledge and attitudes which can be attributed to the module. These curricular materials were effective in providing these knowledges and attitudes.

Module 3
Sources of Employment Information

Method

Two groups were identified. One group was designated control and the other was designated experimental. Each group consisted of 12 members each. The same instructor taught both groups. The experimental group received normal instruction plus the activities included in the module.

Instrument

Two instruments were developed. Form A served as the pretest, while Form B was used as the post-test. The items were taken from the module activities. Each form of the instrument represents a criterion test. Each form of the instrument has 15 items.

Statistical Analysis

Two t-tests were calculated. The t-test on pretest scores was not significant. This means that the groups were comparable with regard to knowledge and attitudes at the onset of instruction.

The post test analysis yeilded a t-value of 2.85. This was significant at .01 level of confidence.

Conclusion

The module is an effective source for teaching occupational information. The attitudes and knowledges gained by the experimental group can be effectively taught with the activities incorporated in the module.

Sources of Employment
Information
Post Test Results

	Experimental Group	Control Group
Mean	12.33	9.41
Std. Dev.	1.82	3.02
N	12	12

T-value	2.85
Deg. Freedom	18
Prob.	.010*

*significant

Module 4
Occupational Categories

Method

The method used an experimental/control group design. The groups were selected from vocational readiness classes taught by the same instructor at a vocational center. The experimental group had ten members, while the control group had 8 members. Each group was administered a pre- and post- assessment.

Instrument

The same instrument was administered a pre - post assessment. The instrument consists of 29 items using multiple choice, completion, true or false, and matching format. The items were selected from activities contained in the module.

Statistical Analysis

A t-value of -1.14 was obtained from a pre-test assessment. This yeilded a probability of .273. This means that there was no significant difference in previous knowledge between the groups as measured by the pre-assessment.

A t-value of 2.98 was obtained from the post-test analysis. This yielded a separate variance estimate of probability of .011 with twelve degrees of freedom. This probability is significant.

Conclusion

The module activities are effective means of teaching information related to occupational categories.

Occupational Categories
Post-test Results

	Experimental Group	Control Group
Mean	24.39	19.37
Std. Dev.	2.83	4.03
N	10	8

T-value	2.98
Deg. of Freedom	12
probability	.01*

*Significant

WORKSHOP EVALUATION

The Kropp-Verner is a 20 item instrument that evaluates an individuals reaction to a workshop or institute. The individual checks as many items as is necessary to describe his/her reaction. The first item reads "It was one of the most rewarding experiences I have ever had," while the last item reads "It was a complete waste of time." The items are progressively arranged so that the higher mean score represents a more negative reaction to the workshop.

Analysis of the participant reactions was determined by obtaining a mean score of all items checked. The workshop evaluations received a mean score of 6.16 from a possible score of 20. In general, the workshops were viewed as positive by the participants.

The mean score of 6.16 forms a reaction that falls between these items:

"It solved some problems for me."
"I think it served its purpose."

A model response was determined for the respondents. The items checked most frequently were:

"I hope we can have another in the near future."
"It helped me personnaly."

A second workshop evaluation form was developed which asked individuals to rate particular aspects of the curricular products. The reactions of the individuals are cataloged below:

1. Impression of instructional quality
   50 percent rated the item high and 50 percent rated the item average. None of the participants rated the item low.

2. Strong points of material

   Consensus ratings and comments were:

   a. innovative
   b. more material offered
   c. diverse selection
   d. new and different exercises

3. Weak points of material

   Consensus ratings and comments were:

   a. some exercises too easy
   b. material is heavy to carry around
   c. preplanning required to conduct group situations

4. Ratings on following items (note: the participants were asked to check yes or no) These ratings are given in percentages.

a.	The material is well organized	yes 100	no 0	
b.	The module objectives are clearly stated	yes 100	no 0	
c.	The directions for the activities are adequate	yes 80	no 20	
d.	The material holds student interest	yes 90	no 10	
e.	The material may be used in group and individual situations	yes 100	no 0	
f.	The material serves specific student needs	yes 100	no 0	

All participants felt that the modules can be used with a variety of students. Their evaluations indicated that the modules are appropriate for adults, young adults, and high school students. This reinforces the comments provided during field testing. In fact, the materials were successfully used with the three client groups.

The participants rating of the workshops and the modules can be succintly described as positive.

RESEARCH INSTRUMENTS

These instruments are criterion measures used in the research component. They were developed from items in the learning activities. The instruments were used in a pre-test, post-test design.

STANDARDS OF EMPLOYMENT BEHAVIOR/PROMOTIONAL SKILLS

I. Circle the correct response in each question

1. Some good work habits on any job are:
   a. promptness
   b. neatness
   c. courtesy
   d. all of these

2. You can build a good work record by:
   a. trying to help other employees whether or not they need it.
   b. being on time every day.
   c. taking long lunches.
   d. both a and b

3. A promotional resume should include:
   a. your job experience
   b. the names of your family members
   c. your education
   d. both a and c

II Mark the following questions T for true and F for false.

___1. Generally, you stand a better chance of getting a supervisor's job if you have been to college.

___2. An employer sometimes selects a college graduate because s/he is four (or more) years older than a high school student and likely to be more mature.

___3. Listen carefully when your boss asks you to do a new task, then show initiative and don't ask any more questions.

___4. It's important that people like to work with you, be courteous.

___5. Good grooming habits can help you to get and keep a job.

___6. Well dressed does not always mean expensive clothes.

___7. A promotional resume should be brief.

___8. A promotional resume should include a summary of what you do on your present job.

___9. It's not necessary to look over the long range job market; just get your job and stick to it.

___10. Everyone who is job hunting should develop a resume, even if they have no actual work experience to include.

___11. Some jobs offer 'on the job' training for new employees.

___12. Sometimes you have to quit your job and look for another to get ahead.

___13. Before applying for a promotion, you should find out exactly what the promotion will involve.

___14. When you apply for a promotion, don't ask questions about the new job, your boss will tell you all you need to know.

___.15. If you change jobs often, an employer might think you are not a reliable worker.

III. Write Do or Don't in the blank before each statement

_____inform your employer of your qualifications for promotion.

_____forget to find out what is considered appropriate dress in you job.

_____ remember that each company has behavior standards that are required of their employees.

_____try to "fit" in with fellow employees by being interested in them.

_____keep your resume up to date.

_____be truthful if you make an error on the job.

_____remember to up date your job skills to help you get ahead on the job.

_____check out promotional opportunities on your job.

FORM A

Occupational Categories

Pretest-Posttest

(Circle one)

Date _____

Name _____

Testing Place _____

I. A. What part of the newspaper usually contains the want ads? Choose one answer

(1) front section (2) middle section (3) back section

B. Where else, besides the newspaper, are you most likely to find want ads? Choose one answer.

(1) in magazines (2) in comic books (3) the Shopper (4) Television

II. A. When filing a job application form, which of the following are you <u>not likely</u> to be asked? Choose one answer.

(1) your age (2) your health (3) your church membership

(4) your former employment

B. What is a Social Security Number?

_____

C. Do you need a Social Security Number to apply for a job? _____

D. What is your Social Security Number? _____

III. What kind of test is used to identify the things you enjoy doing? Choose one answer.

(1) I. Q. Test (2) Aptitude Test (3) Attitude Test (4) Interest Inventory

IV. A. Which of the following are often provided as fringe benefits? Choose as many as apply.

(1) Retirement System
(2) Health Insurance
(3) Regular wage increases
(4) Sick Leave
(5) Social Security contributions
(6) Production items
(7) Vacation leave
(8) Voting rights

B. True or false?

Fringe benefits can be at least as important as salary. _____

Money is the only thing to think about when deciding about a job. _____

FORM A (Continued)

Occupational Categories — Date _____

Pretest-Posttest — Name _____

(Circle one) — Testing Place _____

V. Occupational Categories - Match the name of a job or occupation category with the correct definition by drawing a line from the number by the definition to the number by the category. Ex: D6_____C8

Definition		Category	
D1	jobs that require intelligence, training and dedication	C1	technical
D2	jobs that require special skills	C2	clerical & sales
D3	jobs in the building industry	C3	professional
D4	jobs with lots of paper work and record keeping	C4	processing
D5	jobs turning one thing into another	C5	structural work

VI. Occupational terms - Match the term with the definition by drawing a line from the number of the term to the number of the definition.

Term		Definitions	
T1	Graphics	D1	protective coating on a completed weld
T2	Engineer	D2	one who cleans tables and carries trays
T3	Slag	D3	electrode holder used in welding
T4	Stinger	D4	the art or science of drawing
T5	Therapy	D5	designer
T6	Bus person	D6	remedial treatment

VII. The Dictionary of Occupational Titles is a book about

a. jobs and their requirements, duties, salaries, etc.

b. projected job growth

c. how to find jobs

d. formal definitions of occupational terminology

FORM A

FINANCIAL AND LEGAL ASPECTS OF EMPLOYMENT

I. Matching Place the letter of the definition in front of the word it defines.

_____1. Withholding	a. every three months
_____2. Perjury	b. amount ehld back for each dependant
_____3. Quarterly	c. keeping back
_____4. Semi annually	d. twice a month
_____5. Bi-monthly	e. every six months
_____6. Full Time	f.one on whose life a policy has been issued
_____7.Allowance	g. time allowed before death for payment
_____8. Term	h. untrue statement
_____9. Insured	i. amount received after deductions
_____10.Net Income	j. usually 40 hours a week

II True or False If the statement is true, write T in the blank; if it is false write F.

_____1. FICA stands for Federal Income Contribution Act.

_____2. If you are employed part time, you will not receive a W-2 form.

_____3. You cannot claim your self as a dependant on a federal income tax form.

_____4. Tools can be called a job related expense.

_____5. An employer can require you to joina union before he/she hires you.

_____6. Loan value of an insurance policy means borrowing against your insurance at a rate of interest provided for in the contract.

_____7. You can always get a better job if you join a union.

_____8. Life insurance is the most valuable type of insurance a worker can have.

_____9.A "Yellow dog contract" is usually legal.

_____10. Work sharing means that all persons in a certain section of a company or plant share in the items that they produce.

III Math compute the correct answers and put them in the balnks below.

1. Janie earns $3.25 per hour. How much will she earn in 6½ hours? _____

2. Jim made $9,000 last year. He worked 1,500 hours, what is his hourly rate?_____

3. Paul makes $6.00 per hour for a 40 hour week. For each hour past 40, he earns 'time and a half'. What did he make last week if he worked 55 hours?_____

4. Ann made $212.30 for 40 hours, what is her hourly rate?_____

FORM B

FINANCIAL AND LEGAL ASPECTS OF EMPLOYMENT

I. Matching. Place the letter of the definition in front of the word it defines.

____1. Policy	a.every three months
____2. Claim	b.untrue statements
____3. Embezzlement	c.amount actually received
____4.Raiding	d.once a year
____5.Annual	e.aggrement between you and an insurance company
____6.Spouse	f.union attempts to steal workers from another union
____7.Gross Pay	g.pay before any deductions have been made
____8.Net Pay	h.husband or wife
____9.Perjury	i.request for payment
____10.Quarterly	j.misappropriation of funds

II. True of False If the statement is true, write T in the blank, if it is false, write F

____1. Featherbedding means listing employees on job payrolls that are not really employed by that company

____2. In general,laws as applied to the general public also apply to employees on the job.

____3. Regular pay is salary which does not include overtime or bonsus pay.

____4. Always use your W-2 form when you fill out your federal income tax form.

____5. Insurance you buy on your job always covers other members of your family.

____6. Job related expenses are not an important consideration when you look for a job.

____7. The seniority system in a union usually means a worker has job protection after 90 days on the job.

____8.Sub stands for supplemental unemployment benefits--extra money to some union members who are out of work.

____9 Grace period is the amount of added time given to pay the premium if you are late with a payment.

____10. Everyone should set up a budget so they will be able to keep track of their expenses.

III. Math problems Write the correct answer in the blank provided

1. Penny earns $12,500 per year. What is her monthly salary?_____

2. Susie worked 30 hours per week for 26 weeks. She earned $5,432.12. What was her hourly salary?_____

3. If Jim makes $4.00 for a 40 hour week and 'time and a half' for any hours after that, how much will he make in a 60 hour week?_____

4. George earns $8,000 per year, how much does he earn in a month?_____

Sources Employment Information

I. Choose the response which best ts for each statement question.

1. Which of these are considere appropriate sources of employment information?

   A. Help Wanted Advertisements
   B. Employment Agencies
   C. Personnel Offices
   D. Friends, Counselors, Teachers
   E. All of the above

2. Which of the following are not usually found in the want ads?

   A. Where the job is located
   B. Part-time or Full-time
   C. All details about the work
   D. Some of the job benefits
   E. Experience needed
   F. None of the above

3. What do you not need to know before accepting a job?

   A. The working conditions
   B. The working hours expected
   C. The rate of pay and take home pay
   D. How many ads there are about this job
   E. None of the above

4. How are job ads arranged in the classified section of the newspaper?

   A. By location
   B. Alphabetic order under Subject-Topic
   C. By Salary level
   D. Most desireable first, then others
   E. No particular sequence

5. A blind box ad is used by a company because

   A. They don't want to give the applicant an undue advantage.
   B. To keep competition from knowing they are looking for new employees.
   C. They just want to see what responses will be.
   D. They can avoid discrimination charges this way.

II. Answer the following items as true or false by circling your answer.

1. One of the better ways to find out about near by jobs is through the Bulletin Board Ads. True False

2. An ad that asks for "character references" means that you must provide a recommending letter from your church or school. True False

3. Radio and/or television ads are not used for job advertisements. True False

4. All employment agencies are run by the government. True False

5. If the Tennessee Department of Employment Security offers you a job, you are obligated to take it. True False

III. Fill in the blank to answer each of the following items.

1. The _____ has classified ads which contain "help wanted" information.
2. The Civil _____ Commission regulates many government jobs.
3. _____ employment agencies charge a fee for job placement.
4. A person who is asked to recommend someone for a job is called a personal _____.
5. Even the grocery store has a place for employment information. It is a _____ _____.

Foim B

Sources of Employment Behavior

I. Circle the correct answer:

1. Help wanted ads can be found in:

   a. Newspapers
   b. public notices
   c. magazines
   d. all of these

2. It is a good idea to learn the abbreviation used in the want ads because:

   a. you can use them when you write to friends.
   b. they will help you when you use the telephone directory.
   c. you will see them when you read the classified ads.

3. Before you accept a job, you should ask:

   a. What hours will I work?
   b. What are the benefits?
   c. What skills will I need?
   d. All of these

4. A private employment agency will:

   a. know about all the job goings in your field.
   b. go with you when you go for a job interview.
   c. usually charge you a fee.
   d. none of these.

5. When applying for a job, it is best to:
   a. know your qualifications.
   b. be on time for the interview.
   c. fill out the application neatly.
   d. all of these.

II. Mark each statement True or False

1. Classified ads are called calssified because they are grpuped together by related topics or classes. T F

2. Very few companies will hire you before you come in for a personal interview. T F

3. If you plan to use someone as a reference on a job application, it is a good idea to let that person know she or he may be called by the company. T F

4. All private employment agencies will charge you a fee. T F

5. Sometimes an employment agency will recieve a fee from the company who hires you. T F

III. Fill in the blanks with the correct word or phrase.

1. Many government jobs are regulated by the_____

2. Classified ads are usually located in the_____ section of the newspaper.

3. Sometimes a co-worker can be a good source of_____ information.

4. Our state employment agency is called_____ _____

5. You can find job ads in _____, newspapers, and on bullentin boards.

FORM A

Job Application and Interview

I. Answer true or false to the following questions.

_____ An aptitude test can tell what kind of job you could do well even if you can't do it now.

_____ An achievement test tells about the skills and knowledge you already have.

_____ It is a vocational counselor's job to find a job for you.

_____ The vocational counselor should not have to test you to find out what kind of job you are suited for.

_____ You should work as rapidly on an achievement test as you would work on an aptitude test.

_____ Guessing can never hurt a test score.

_____ It is a good idea to practice for a test by taking a test.

_____ It doesn't matter whether you follow directions or not as long as you complete the test.

_____ You shouldn't skip questions on a test for any reason.

_____ You shouldn't try to answer hard questions on a test even if you have time.

II. Matching. Place the letter of the definition in front of the word it defines.

_____	data	A. confirm, approve
_____	previous	B. information that is actual fact
_____	certified	C. having legal force, founded on truth
_____	investigate	D. examine closely
_____	valid	E. before
_____	marital status	F. imperfections
_____	defects	G. state briefly
_____	pertinent	H. condition of marriage
_____	indicate	I. relating to the matter under consideration

FORM A (Continued)

III. For a successful job interview, there are certain things you should do, and some other things one should not do. Place a DO or a DON'T in front of the following statements.

_____ say "I'll take anything that is available"

_____ express your personal opinion very freely

_____ tell your interviewer all your shortcomings

_____ use tact and self-confidence when answering personal questions

_____ smoke or chew gum if your interviewer is

_____ keep the interviewer from finding out if you have ever been fired

_____ be honest

_____ greet the interviewer by his name

IV. Mary bought 2 yards of fabric for a new dress. The fabric cost $2.64 per yard. How much did she pay for the fabric? $_____

V. Jack lives 9 miles from his new job. He drives his car to and from work each day. How far does he drive in a 5-day work week? _____miles

VI. Bill has to buy the following items for his interview with the employment counselor: tie $3.50; shoes $25.77; shirt $10.95; pants $27.66. How much are his total expenses? $_____

FORM B

I. Joe has to drive to his job interview which is 33 miles from his home. His car gets 11 miles per gallon. If gasoline is 63.9¢ per gallon, how much does it cost him to get to his interview and return home? $ _____

II. Mrs. Jones bought a dress that was originally priced at $60. It was discounted by 25%. How much did she pay for the dress? $ _____

III. Matching. Place the letter of the definition in front of the word it defines.

_____	references	A.	set amount of money paid to workers by the week or month
_____	bonded	B.	imperfections in the human body
_____	salary	C.	military status
_____	convicted	D.	money paid to workers by the hours they work
_____	wages	E.	found guilty of a crime
_____	physical defects	F.	written recommendation of a person for employment
_____	qualification	G.	persons who rely on another for support
_____	marital status	H.	special skill that fits a person for some work or position
_____	dependents	I.	honesty quaranteed by someone else
_____	Selective Service classification	J.	condition of marriage

IV. True or False. Are the following statements true or false?

_____ You should carry a birth certificate, social security card, and references with you to a job interview.

_____ Relatives may write letters of reference for you.

_____ A resume is the same thing as a job application.

_____ You should arrive for the interview about 15 minutes early.

_____ It is necessary to take a copy of your resume when you go to an interview.

_____ It is not necessary to ask people to write recommendations for you.

FORM B (Continued)

V. For a successful job interview, there are certain things you should do, and some other things one should not do. Place a DO or a DON'T in front of the following statements.

_____ be positive

_____ blame your previous employer if he fired you

_____ smoke

_____ look your interviewer directly in the eye during the interview

_____ chew gum

_____ avoid telling the interviewer your good points

_____ exaggerate your good points

_____ be truthful

WORKSHOP ANNOUNCEMENT INFORMATION

Please notice that the cooperative nature of the program was initiated from the beginning. The director of the local school encouraged participation by signing the correspondence.

MEMPHIS STATE UNIVERSITY
College of Education
MEMPHIS, TENNESSEE 38152

Adult Education

Dear Vocational Teacher:

Memphis State University and Memphis City Schools recently received a grant to develop curriculum materials for vocational education in the area of occupational knowledge. As you know, occupational knowledge skills, such as "how to complete an application," "how to conduct yourself during an interview," and "how to approach your newly acquired job," must be coupled with job performance for an individual to meet success.

To successfully develop these curriculum materials, the input of teachers is needed. We solicit your involvement and participation with this project. If you are interested in serving on the developmental task force, please contact Dr. Paul Jones at 454-2136 or Mr. Jerry Smothers at 454-5295. The members will be selected on a first come, first accepted basis.

The task force members will receive three (3) hours credit at Memphis State. These tuition free credits will be offered in the summer term. These hours can be applied toward a degree program or they can be used for certificate renewal.

Additionally, each task force member may receive professional growth points from Memphis City Schools for participating in this project.

The task force sessions are scheduled Monday through Thursday, from 6:00 to 9:00 pm, June 12 - 29, 1978.

Please consider this request for your much needed help. We believe this will be a very worthwhile project.

Sincerely,

Paul L Jones

Paul L. Jones
Director, Adult Education, MSU

Wm. McGinnis

William A. McGinnis
Director, Vocational Education, MCS

cdd

MEMPHIS STATE UNIVERSITY
College of Education
MEMPHIS, TENNESSEE 38152

Adult Education

October 10, 1977

Dear Collegue:

Thank you for agreeing to participate in our first vocational education workshop. The first of three monthly sessions will begin at 6:00 p.m. on Friday, October 14, 1977, and will continue at 8:30 a.m. on Saturday, October 15, 1977 in the Auditorium of the Education Building on the MSU campus.

These sessions will be given for credit and each participant must register at MSU. We will pay all tuition and fees, but you must furnish some needed imformation. The information required will be outlined during our first session and we will formally register during the November meeting.

Tentative dates for the future sessions are:

November 4 and 5, 1977

December 2 and 3, 1977

Thank you again for working with us.

Sincerely,

P L Jones

Paul L. Jones
Project Consultant

Portia Smart-Swain

Portia Smart-Swain
Project Director

cdd

MEMPHIS STATE UNIVERSITY
College of Education
MEMPHIS, TENNESSEE 38152

Adult Education

March 2, 1978

Dear Workshop Participant,

The second vocational workshop meeting for the spring semester will be held on March 10-11. Registration will be held in the auditorium of the Education Building. All workshop participants are asked to clear up any registration problems before this meeting. If you have any questions, please contact Dr. Charles Good pasture at 454-2671,Room 161a of the Administration Building.

Attendance at this workshop session is extremely important. If you are unable to attend,please notify the Adult Education office before noon on March 10. Anyone who fails to attend this session and does not contact this office will not be eligible for registration.

Thank you for your continued support and cooperation. If you have any questions,please feel free to call 454-2136 for more information.

Yours very truly,

Portia Smart-Swain

Portia Smart-Swain
Director Vocational Project

VOCATIONAL - EDUCATION WORKSHOP

October 14-15, 1977

FRIDAY, OCTOBER 14

6:00 - 7:15	Program Overview Completion of Admission Forms - Dr. Goodpasture Assignment of Small Groups
7:15 - 7:30	Break
7:30 - 9:00	Small Group Discussion**

SATURDAY, OCTOBER 15

8:30 - 10:30	Small Group Discussion
10:30 - 10:45	Break
10:45 - 12:00	Small Group Discussion

**Group Leaders

Group #1 - Charles R. Carr, Sr. - Room 109

Group #2 - Arthur Herr - Room 111

Group #3 - Portia Smart Swain - Room 100

WORKSHOP REACTION INFORMATION

The workshop reaction forms were mailed to the participants after completion of the workshop. This delay was intentionally used to permit the participant to internalize the value (or lack of it) gained from the workshop.

MEMPHIS STATE UNIVERSITY
College of Education
MEMPHIS, TENNESSEE 38152

Adult Education

November 28, 1978

Dear Collegue,

Enclosed with this letter are copies of two evaluation forms which concern the vocational workshops held at Memphis State in the Fall and Spring Semesters, 1978.

If you participated in the field testing of the vocational material, please complete both forms and return them to the address below. If you did not field test, please complete only the blue form and return.

Thank you for your cooperation. Please return the forms promptly as we are writing our final report and need to include this data.

Portia Smart
Room 102 Education Building
Memphis State University
Memphis TN 38157

Yours very truly,

Portia Smart

Portia Smart, Project Director

VOCATIONAL WORKSHOP EVALUATION FORM

Center_____ Teacher_____

1. Module in use

   Interviews and Application_____ Occupational Catagories_____
   Financial and Legal _____
   Sources of Employment Information_____
   Standards of Employment Behavior_____

   (If applicable, check more than one module.)

2. Exercises used_____

   _____

3. Approximate amount of time spent on module(s)_____

   _____

4. Impression of instructional quality

   High_____ Average_____ Low_____

5. Strong points of material

   1.

   2.

   3.

6. Weak points of material

   1.

   2.

   3.

Please rate the materials on the following items.

1. The material is well organized. Yes_____ No_____
2. The module(s) objectives are clearly stated. Yes_____ No_____
3. The directions for the activities are adequate to conduct the lesson. Yes_____ No_____
4. The material hold students interest. Yes_____ No_____
5. The material may be used appropriately in group and individual situations. Yes_____ No_____

6. The materials serve specific student needs. Yes_____ No_____

I feel that the modules may be appropriately used with a variety of students, ie., adults, young adults, high school students.
Yes_____ No_____

My students benefited from using this material. Yes_____ No_____

I would like to have the module available for future use.
Yes_____ No_____

KROPP-VERNER EVALUATION SCALE*

Please follow directions carefully: Read all twenty of the following statements. Check as many statements as necessary to describe your reaction to the institute.

1. _____It was one of the most rewarding experiences I have ever had.
2. _____Exactly what I wanted.
3. _____I hope we can have another one in the near future.
4. _____It provided the kind of experience that I can apply to my own situation.
5. _____It helped me personally.
6. _____It solved some problems for me.
7. _____I think it served its purpose.
8. _____It had some merits.
9. _____It was fair.
10. _____It was neither very good nor very poor.
11. _____I was mildly disappointed.
12. _____It was not exactly what I needed.
13. _____It was too general.
14. _____I am not taking any new ideas away.
15. _____It didn't hold my interest.
16. _____It was much too superficial.
17. _____I leave dissatisfied.
18. _____It was very poorly planned.
19. _____I didn't learn a thing.
20. _____It was a complete waste of time.

*Russell Kropp and Coolie Verner.

(If you wish, add any comments on reverse side of this page.)

REACTIONS LETTERS

These are unsolicited statements from individuals who are using the curriculum modules.

SHEFFIELD VOCATIONAL TECHNICAL CENTER
PHONE (901) 795-4700 ■ 4350 CHUCK AVENUE ■ MEMPHIS, TENNESSEE 38118

July 27, 1978

Ms. Portia Smart Swain
Education Building, Rm. 102
Memphis State University
Memphis, Tennessee 38127

Dear Portia:

The modules on "Job Applications and Interviews" and "Occupational Categories..." have been most helpful and informative for both my class in Vocational Office Education as well as a Job Readiness class I am teaching this summer.

The material is well setup and organized. While some of my students may have covered some part or parts in school, they do not mind going over it in these modules. The information does contain a variety of forms of presentation which helps to eliminate the humdrum textbook situation. The fact that the kits are self-contained is a valuable asset for the instructor who does not have the time or availability for obtaining supplementary materials.

My summer class in Job Readiness contains students in high school and college who are not self-supporting and I find that much of the information in the modules is most helpful in their situation. The majority of these students have not been exposed to the responsibilities of careers, and I have found the materials to be most helpful in providing them with appropriate and up-to-date information.

If there is any other information I can provide, please let me know. At this time, I have not completed the classes and given the final test, but I will send them as soon as the students have finished.

Sincerely,

Frances Brewer

Frances Brewer

BOARD OF EDUCATION
Memphis City Schools
2597 Avery Avenue, Memphis, Tennessee 38112

Please reply to:
Craigmont High School
3333 Covington Pike
Memphis, Tennessee 38128

July 31, 1978

To Whom It May Concern:

My name is Kathy Lawell, a Distributive Education teacher, at Craigmont High School in Memphis, Tennessee. I used the learning activity packet from the adult education department at Memphis State University for a job readiness program which I taught this past spring.

In using these packets I ran off copies of the different activities which I felt would help the students learn more about job interview and how to prepare for the world of work. These were high school seniors who were placed on part-time jobs in May with the CETA program. The packet was used with fifteen seniors who did take the pre-test that went with the packet.

The students enjoyed the activities because they were different and I felt that they did learn from these activities. I will use some of these activities again with other job readiness programs and with my Distributive Education classes where I teach job interview to juniors and seniors.

If I can be of further assistance, please do not hesitate to contact me: 388-1571 - business.

Sincerely,

Kathy Lawell

Kathy Lawell
Distributive Education
Teacher - Coordinator

jrm

Workshop Participants

A listing of workshop participants

1.Hazel Parker
2.Linda Kitchens
3. Dot Bizzell
4.Ptosha Coleman
5. Robert Davis
6. Janice Knapp
7. Viola O'Neal
8. Francis Brewer
9. Mary Hitchcock
10. Helen Burke
11. William Jackson
12. Marjorie Gates
13. Cynthia McKown
14. Elizabeth Burton
15. Ann Lemons
16. Corinne Burcham
17. Kathy Lawell
18. Francis Prieur
20 Martha Newsom
21. Milton Burchfield
22. Patricia Millikin
23. Sharon Pryor
24. Marchie Coles
25.Jean Christian
26. Norma Stephenson
27. Iola Vaught
28. Barbara Nelson

AMENDMENT TO INITIAL CONTRACT

Purpose of Amendment

The original contract for the development of modules and the testing was completed with some monies remaining. In January, 1979, a request was approved to extend the contract for the period of February 1, 1979 to June 30, 1979 for the purpose of duplicating and disseminating 40 additional sets of the modules throughout the State of Tennessee.

Activities of Amendment

In order to complete the duplication and dissemination of the additional sets of materials, it was necessary for the staff to perform a number of tasks. These tasks included

a. reproducing each lesson for the teachers and learners manual
b. printing the covers for the teachers and learners manuals
c. ordering the resources that are included in each module
d. collating each duplicated lesson
e. preparing the teachers manual
f. preparing the learners manual
g. assembling the completed module for distribution
h. identifying systems for distribution
i. delivering the products to systems
j. conducting training sessions with teachers on how to use the modules

Dissemination of Products from Amendment

A list of the school systems and individuals who were trained in how to use the completed modules is shown on the attached pages. Please note that the distribution is on a statewide basis. This statewide dissemination, along with that of the original proposal, creates an awareness of the product and its use throughout the State of Tennessee. Feedback from early distribution indicates that the products are well received and add a significant dimension to vocational training especially in the area of job readiness.

DISSEMINATION LIST

Mr. Gene Carlton
Wayne County Vocational Center
Waynesboro, TN

Mr. Herod Birdwell
Tri-County State Technical Institute
Bed Boiling Springs, TN

Mr. Raymond Nunley
Rutherford County Schools
Murfreesboro, TN

Mr. James Long
Humphreys County Vocational Center
Waverly, TN

Mr. Dean Henry
Cumberland County High School
Crossville, TN

Mr. J.L. Goins
Blount County
Maryville, TN

Ms. Eunice Reynolds
Campbell County Schools
Jacksboro, TN

Mr. Eddie Echols
Adult and Continuing Education
Chattanooga, TN

Mr. Dan Fielden
Kingsport City Schools
Kingsport, TN

Mr. Delbert Kitts
Knoxville Area Vocational Technical Center
Knoxville, TN

Mr. Lonnie Hyder
Elizabethton Area Vocational Technical School
Elizabethton, TN

Mr. Arvis Blakley
Oneida Area Vo Technical School
Oneida, TN

Mr. Eugene Smith
Morristown Area Vo Technical School
Morristown, TN

Mr. Bob Hilliard
Chattanooga Area Vo Technical School
Chattanooga, TN

Mr. Floyd Sellers
Greene County Schools
Greeneville, TN

Memphis City Schools
Memphis, TN

The last four pages of this document were removed because they contained personal information.